**Decision Paper**

**TO:** Hardin County Board of Education

**FROM:** Terrie Morgan, Superintendent

**DATE:** August 21, 2018

**SUBJECT:** Request for North Hardin Class of 2019 Senior Trip to Atlanta using a

commercial carrier.

1. For Decision

2. Purpose: The Senior Class Sponsors of North Hardin High School are requesting permission

to take members of the senior class on a trip to Atlanta, GA.

3. Background and Discussion.

The senior class sponsors and administration have outlined a trip that provides an educational experience as well as an opportunity that some students may not have the chance to experience again. An itinerary is outlined below. Students will experience a mixture of the many outstanding venues Atlanta has to offer. We will contract with private carrier for motor coach transportation.

¨ *Classes Participating:*

The Field Trip will be offered to members of the Senior Class of 2019.

*Atlanta Field Trip Itinerary*: May 17-19, 2019

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| **May 17, 2019** | **May 18, 2019** | **May 19, 2019** |
| 5:00 AM - Depart NHHS  11:30 AM - Lunch at CNN food court  1:00 PM - CNN tours  3:00 PM - Coca-Cola tours  5:00 PM - Check into hotel (possible Atlanta Marriott Northwest @ Galleria)  6:30 PM - Depart to Medieval Times  7:30 PM-9:30 PM - Medieval times dinner  Return to hotel  Curfew - 11:30 | 8:00 AM - Breakfast at hotel  9:15 AM - Depart for Six Flags  10:00 AM to 9 PM- Six Flags w/food voucher  9:00 PM - Leave park for dinner & hotel  Curfew - 11:30 | 7:30 AM - Breakfast at Hotel  8:30 AM - Depart for aquarium  9:00 AM - Aquarium  1:00 PM - The Varsity for lunch  2:30 PM - Center for Civil and  Human Rights  4:00 PM - Leave for Radcliff,  KY  6:30 PM - Stop for dinner  11:00 PM - Arrive @ NHHS |

**(See attached itinerary educational descriptions and supporting standards for each excursion.)**

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***Estimated Costs:***

· Chartered Bus transportation to and from Atlanta (including driver tips and tolls) -$110.00

· Some Pre-paid meals (1 lunch and 1 dinner) - $60.00

· Hotel room for 2 nights (breakfast included) - $100.00

· Sightseeing excursions, games and/or shows (examples: CNN Studio, Coca-Cola museum, Six Flags, Aquarium, Civil Rights Museum) - $130

· $40.00 food allowance for 1 lunch and 2 dinners (collected in advance)

**Total Cost: $440.00**

¨ ***Payment Schedule:***

* Payment #1: $110.00 Due By Oct. 19, 2018 (**Nonrefundable deposit**)
* Payment #2: $110.00 Due by Nov. 16, 2018
* Payment #3 $110.00 Due by Jan. 18, 2018
* Payment #4 $110.00 Due by Feb. 22, 2018

**Fee Waiver Students**

Any student qualifying for a fee waiver who wants to attend this class trip and needs financial assistance may see a Senior Class Sponsor. Financial assistance will be provided through the Senior Class funds.

***Cancellation Policy:***

**After November 16, 2018 no refunds will be allowed because of reserving the bus, hotels, excursions, etc. After these deposits have been made, there will be absolutely no refunds.**

* *Chaperones:* We will adhere to the 10:1 student to chaperone ratio.
* A minimum of 30 students will be required for the trip to be able to occur at these prices.

4. Points of Contact: Shanae Thompson and Sandy Skeeters, Co-Senior Class Sponsors

5. Recommendation: The Hardin County Board of Education approve the request for NHHS

Class of 2019 Senior Trip to Atlanta, GA

6. Recommended Motion: I move to approve the request for the NHHS Class of 2019 Senior

Trip to Atlanta, GA on May 17-19, 2019 via commercial carrier.

\_\_\_\_\_\_ Approved \_\_\_\_\_\_ Not approved

**ATLANTA ITINERARY**

**CNN Studio**

Students will get an exclusive, behind-the-scenes access to the world headquarters of CNN with this tour experience. Participants will take a 50-minute walking tour with your very own guide through the halls of CNN Center and get an inside look at how a live broadcast is produced and sent to viewers all over the world. Participants will also get a more in-depth look at how the world’s largest news organization operates. From the historic first newscast to the now living legacy, learn how CNN became the worldwide leader in news.

**Big Idea: Economics**

Economics includes the study of production, distribution and consumption of goods and services.

Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

**Academic Expectations**

2.18 Students understand economic principles and are able to make economic decisions that have

consequences in daily living.

**Big Idea: Historical Perspective**

History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

**Academic Expectations**

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

**World of Coca-Cola**

At World of Coca‑Cola, students will experience the world’s most famous beverage in a dynamic, multimedia attraction. Get closer than ever before to the vault that houses the secret formula for Coca‑Cola. Get a behind-the-scenes look at the bottling process. View hundreds of artifacts and send your taste buds on a trip around the globe as you taste more than 100 beverages.

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**Medieval Times Dinner**

Travel through the mists of time to a forgotten age and a tale of devotion, courage and love—at Medieval Times Dinner & Tournament. Imagine the pageantry and excitement that would have been yours as a guest of the royal court ten centuries ago. Students will see an electrifying show featuring heroic knights on spirited horses displaying the astounding athletic feats and thrilling swordplay that have become hallmarks of this unique entertainment experience. A sweeping musical score and brilliant lights provide a fabulous backdrop for this spellbinding experience that blurs the boundary between fairy tale and spectacle.

**Big Idea: Purposes for Creating the Arts**

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature and to persuade others. The arts bring meaning to ceremonies, rituals,

celebrations and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

**Academic Expectations**

1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and

information to different audiences for different purposes.

1.13 Students make sense of ideas and communicate ideas with the visual arts.

1.14 Students make sense of ideas and communicate ideas with music.

1.15 Students make sense of and communicate ideas with movement.

2.22 Students create works of art and make presentations to convey a point of view.

2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

**High School Enduring Knowledge – Understandings**

Students will understand that

· the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to

teach or persuade, to design, plan and beautify).

· the arts have value and significance for daily life. They provide personal fulfillment, whether in

career settings, avocational pursuits or leisure.

· the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

***High School Skills and Concepts – Music***

Students will

· create new, listen to, choose and perform music to fulfill a variety of specific purposes

***High School Skills and Concepts – Dance***

Students will

· compare, interpret and explain purposes for which dance is created (ceremonial, recreational,

artistic expression)

· create new, observe, choose and perform dance to fulfill a variety of specific purposes

***High School Skills and Concepts – Drama/Theatre***

Students will

· compare, interpret and explain purposes for which drama/theatre is created (sharing the human

experience, passing on tradition and culture, recreational, artistic expression)

· create or write new, observe, choose and perform dramatic works to fulfill a variety of specific

purposes

***High School Skills and Concepts – Visual Arts***

Students will

· compare, interpret and explain purposes for which visual art is created (ceremonial, artistic

expression, narrative, functional, persuasive)

· create new, choose and experience artworks created to fulfill a variety of specific purposes

**Georgia Aquarium**

Students will be able to view more than 10 million gallons of fresh and marine water and more aquatic life than found in any other aquarium. Georgia Aquarium promises wonder and excitement around every corner. Galleries that students will be able to view include: the Aquanaut Adventure: A Discovery Zone (guests of all ages to embark on an exciting, educational journey through the Aquarium’s upper levels while completing a series of entertaining challenges), Cold Water Quest, and the Ocean Voyager gallery (contains 6.3 million gallons of saltwater and is home to four whale sharks, four manta rays, and thousands of other fascinating fish). Students will learn how to protect aquatic life for future generations and better understand science education.

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| HS-LS2-6. | Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. [Clarification Statement: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.] |
| HS-LS2-7. | Examine solutions for reducing the impacts of human activities on the environment and biodiversity.\* [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.] |
| HS-LS2-8. | Evaluate the evidence for the role of group behavior on individual and species’ chances to survive and reproduce.[Clarification Statement: Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of group behaviors could include flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.] |
| HS-LS4-1. | Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. [Clarification Statement: Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.] |
| HS-LS4-4. | Construct an explanation based on evidence for how natural selection leads to adaptation of populations. [Clarification Statement: Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.] |
| HS-LS4-5. | Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. [Clarification Statement: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.] |
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**Center for Civil and Human Rights**

The Center for Civil and Human Rights in downtown Atlanta is an engaging cultural attraction that connects the American Civil Rights Movement to today’s Global Human Rights Movements. The individual galleries engage visitors through a combination of powerful imagery, compelling artifacts and poignant storytelling. Visitors leave inspired and empowered to join the ongoing dialogue about human rights in their communities.

**Big Idea: Historical Perspective**

History is an account of events, people, ideas, and their interaction over time that can be interpreted

through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

**Academic Expectations**

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

**High School Enduring Knowledge – Understandings**

Students will understand that

· history is an account of human activities that is interpretive in nature, and a variety of tools (e.g.,

· primary and secondary sources, data, artifacts) are needed to analyze historical events.

· history is a series of connected events shaped by multiple cause-effect relationships, tying past to present.

· geography and natural resources have a significant impact on historical perspectives and events.

· advances in research, science and technology have a significant impact on historical events, American society, and the global community.

**High School Understandings (specific to United States History, from Reconstruction to the Present)**

· U.S. History can be analyzed by examining significant eras (Reconstruction, Industrialization,

Progressive Movement, World War I, Great Depression and the New Deal, World War II, Cold

War, Contemporary United States) to develop chronological understanding and recognize cause and-effect relationships and multiple causation.

· U.S. History has been impacted by significant individuals and groups.

· each era in the history of the United States has social, political and economic characteristics.

· the role of the United States in the global community has evolved into that of a world power.

High School Understandings (specific to World Civilizations History, 1500 A.D. to the Present)

· world civilizations (e.g., African, Asian, European, Latin American, Middle Eastern) can be analyzed by examining significant eras (Renaissance, Reformation, Age of Exploration, Age of Revolution, Nationalism and Imperialism, Technological Age, 21st Century) to develop

· chronological understanding and recognize cause-effect relationships and multiple causation.

· world civilizations share common characteristics (e.g., government, belief system, economy) and have been impacted by significant individuals and groups.

· each era in the history of the world has social, political and economic characteristics.

· an increasingly interdependent world provides challenges and opportunities.